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bol for the open and close *e* that does not appear in the fourth edition of the *Formlære* the latest known to me. A valuable feature of Prof. Wimmer's work, a list of the Danish grammatical terms with the Latin Equivalents is, on the other hand, omitted. This is particularly unfortunate in a grammar intended for English readers, for whom such a word as *Medlydsammensmæltning* is, to say the least, an awkward substitute for *assimilation*. Indeed, it would be better still to omit the Danish terms altogether. Another omission, evidently a result of the severe condensation employed by the author, is the failure to give examples of the various phonetic changes discussed. The gain in space seems frequently to be made at the expense of clearness. The statement § 10, that 'final *g* is often lost in the strong preterits' might be improved by substituting 'as a rule' for 'often.' The treatment of nouns according to their stems is a marked improvement on Prof. Wimmer's classification by inflectional endings. In spite of its Danish form, this summing up of Old-Norse forms ought to prove of value for purposes of ready reference.

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FRENCH LANGUAGE.

The Academic French Course, in accordance with the latest Grammatical Rules adopted by the French Academy. By ANTOINE MUZZARELLI, Professor of Modern Languages and Literature. *First Year* (pp. 233 and pp. 66 vocabulary and index). American Book Co, Cincinnati.

Lectures faciles pour l'Etude du Français. Avec notes grammaticales et explicatives. By PAUL BERCY, B.L., L.D., Director of P. Bercy's School of Languages, N. Y. (Pp. 207, and pp. 48 notes and tables.) New York: W. R. Jenkins.

THE author does not believe in the "much vaunted Natural method." He adheres to the "Standard method," endeavoring at the same time to make his book "practical." We find rules on pronunciation, on the parts of speech, with plenty, a great plenty, of simple exer-

cises, lessons for recapitulation for written and oral use, and (pp. 166-181) a dozen short and simple pieces in French for translation and "general recapitulation," mainly by means of changes in gender, number, or person, indicated by the author. An appendix of fifty pages on "Syntax" contains very little of syntax, twenty-two pages being filled with paradigms of verbs and most of the remaining space with tables, lists, and rules for the formation of plural and feminine, etc. "The subjunctive mood, the irregular verbs and their derivatives, together with various other instruments of torture to a beginner, have been left over for the second year." (!) No subjunctive form occurs in the volume, except in the paradigms. Only very few errors have been noticed (p. 105, *Combien de cerises as-tu mangé?*). Teachers who share the author's pedagogical views will have no fault to find with his book.

The twenty-two short modern tales contained in M. Bercy's collection are entertaining and, in the main, well chosen. The author's plan, to teach French syntax in close connection with the text, by means of observation and induction, will commend itself to most teachers, and the 'notes grammaticales,' following each story, will prove an aid to this end, without hindering the teacher from modifying the course suggested, if he prefers. The book has no vocabulary, but a number of idioms and phrases are translated in notes at the end of the volume. This collection of stories may be used to good advantage also by teachers who do not approve of the author's method of teaching as set forth in his other publications.

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FRENCH LITERATURE.

Michel Strogoff, par JULES VERNE, abridged and edited with notes by EDWIN SEELYE LEWIS, Ph. D., Princeton University. New York: Henry Holt and Company, 1894. vii+222 pp., 12mo.¹ 3d. ed.

¹ In this third edition the editor has corrected a few (not all) typographical errors, and has added a short table of verbal endings (page 223). It would, perhaps, have been